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A FOLLOW-UP STUDY OF THE GRADUATES OF THE
BUSINESS DEPARTMENT OF THE CLAY CITY HIGH SCHOOL
(TITLE)

BY

Sharon McDaniel

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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AND PREPARED IN COURSE


Business 498

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1967
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

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DATE


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DEPARTMENT HEAD

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INTRODUCTION

Many factors beyond the control of the teacher contribute to the ultimate success or failure of the student on the job; nevertheless, it is the responsibility of the school to follow the progress of its graduates as a means of determining whether the school program is meeting the needs of its students. The business teacher has a unique responsibility in such a follow-up because his product, in a large measure, goes directly into the working community upon completion of secondary school education. Lomax¹ points out that the educational value of what is taught in the classroom is really determined in the final analysis by how well students can use, in worthwhile life situations, the knowledges, skills, ideals, and powers that are acquired in the classroom. The business teacher must follow the former student on to the job to see what happens.

¹Paul Lomax, "What Business Teachers Should Learn from a Follow-Up Study," Business Education Forum, Vol. XIV (December, 1959), p. 18.

CHAPTER I

DESCRIPTION OF THE PROBLEM

Statement of the Problem

The problem under consideration in this study is to determine whether the Clay City High School is adequately preparing its business graduates for office jobs and to gather information which might be helpful in modifying the present curriculum for future students.

Need and Timeliness

There is a particular need for this follow-up study of the business graduates of the Clay City High School because a study of this type has never been done in the history of the school. The relative amount of time that should be given toward preparation for office work can be learned by means of research information on how much training should be given, the office machines that should be used, and the tasks that may be learned "on the job." Due to the constant changes being made by automation and the advent of new machines into office work, knowledge of what is now expected of the graduates is necessary for effective teaching and curriculum planning. Thus it is expected that this study will produce new and beneficial suggestions for improvements in the business education program in the Clay City High School.

Delimitations

The study was limited to the stenography students (all of whom were female) who were graduated from the Clay City High School in 1962, 1963, 1964, 1965, and 1966. Stenography was chosen because it is a terminal course offered in the last year of high school to students who are seriously interested in working in an office or attending business school. (All of the students surveyed had completed one year of typing and one year of shorthand.) There is no typing II or shorthand II. Filing, office machines, and payroll are studied in the stenography class. This course is designed to aid the student bridge the gap between formal class instruction and initial employment as a stenographer. For these reasons, the stenography graduates were the most logical people to contact for purposes of this study.

Purposes of the Study

The purposes of the study were:

1. To determine the number of business graduates who have moved from Clay City and reasons for their movement.
2. To determine how many students have attended college or similar institutions.
3. To determine how many students are single, married, or divorced.
4. To determine the jobs students held as their initial employment.
5. To determine how many students worked after marriage.
6. To determine the salary earned by office workers who were graduated.
7. To determine categories and group duties which they performed as to their frequencies.

8. To determine the opinions of the graduates as to which subjects have been most helpful and those of least value.
9. To determine which areas in stenography need most emphasis, less, or were adequate to prepare students for their positions.
10. To provide a basis for making recommendations concerning changes in the curriculum, methods, and materials of instruction.
11. To determine opinions of graduates of their high school training.
12. To determine which subjects in business were of most importance to graduates and the courses they liked best.
13. Take the results and base conclusions from research and give recommendations to school, administration, other teachers, and board of education.

Review of Related Research

Many follow-up studies have been completed by business teachers all over the country. It is hoped that from these investigations students can learn something about making satisfactory job adjustments, information can be obtained which will be helpful in improving the business curriculum, the teaching techniques, and the public relations between schools and the business community. One example of the many follow-up studies being done by business teachers is by Helen Smith Cloyd.¹ In this study an analysis of beginning jobs of business education high school graduates was made. A questionnaire sent to high school graduates brought results from which charts and graphs

¹ Helen Smith Cloyd, "A Follow-Up Study of Business Education Graduates," Balance Sheet, Vol. XLVI, No. 2 (1964), pp. 66-68.

were constructed to depict interpretations of the data, such as how many people were employed, types of machines used, duties performed, and the amount of shorthand used.

This is but one of the many studies which has been completed in the business field, and reviews of many more are published in the National Business Education Quarterly. An example of one such follow-up study summarized in the Quarterly was done by Richard F. Hoberer.¹ In this study the author attempted to collect information about all the graduates and to make a broad study of their occupations and needs in the hope of improving Twin Valley's business curriculum.

Many articles are written by leaders in the business education field proclaiming the attributes of surveys and follow-up studies. These authors urge business teachers to plan such studies frequently in order to keep up-to-date on current happenings and to change the curriculum whenever it needs it. An article written by Paul Lomax provides good examples and illustrations of analytical data from follow-up studies.² Another similar article by William Selden provides an actual questionnaire which might be used in a follow-up study.³

¹ Richard F. Hoberer, "A Follow-Up Study of the Graduates of Twin Valley (Minnesota) High School for the Years 1959-1962 Inclusive," National Business Education Quarterly, Vol. XXX, (September, 1964), p. 55.

² Paul Lomax, "What Business Teachers Should Learn from a Follow-Up Study," Business Education Forum, Vol. XIV (December, 1959), p. 17.

³ William Selden, "The Community Survey and the Follow-Up Study," Journal of Business Education, Vol. XXXIV (March, 1959), pp. 241-243.

Other more thorough studies of how to conduct follow-up studies are given in textbooks such as Research Applied to Business Education¹ by Haynes and Humphrey, and Introduction to Research² by Tyrus Hillway. These books give the prospective author of follow-up studies further insight into the purposes of such studies as well as helpful illustrations and examples.

A thesis written by Robert Lowry presents a step-by-step plan for conducting a study and suggests many points for the author to consider. His suggested format is constructed and organized in such a way to serve as a very good example for others to follow.³

Procedure

A questionnaire was sent to 38 of the 40 stenography graduates of the Clay City High School during the years of 1962, 1963, 1964, 1965, and 1966. Along with the questionnaire was sent a letter explaining the study and its purposes and a request for the graduate's cooperation.

As the main purpose of the study was to ascertain what the graduates have been doing and are now doing on the job, and further to determine the effectiveness of the high school business courses in preparing them for this work, it was decided that a questionnaire sent to the graduates was the proper and most efficient method of obtaining the needed information.

¹ Benjamin R. Haynes and Clyde W. Humphrey, Research Applied to Business Education, (Chicago: The Gregg Publishing Company, 1939).

² Tyrus Hillway, Introduction to Research, (Boston: Houghton Mifflin Company, 1964).

³ Robert Lowry, "Principles of Follow-Up Research in Business Education," (unpublished dissertation, Indiana University, 1958).

The following report is based upon twenty-five replies received from thirty-eight requests. There were forty students altogether in the five years, but two of them could not be located at the time of the study.

Definitions of Terms

For the purposes of this study, the following terms are identified:

Stenography Graduate--Any person who had taken one year of shorthand, and completed one year of typewriting qualified for the stenography class. The stenography student would have graduated from the Clay City High School in 1962, 1963, 1964, 1965, and 1966.

Business Graduate--Same as stenography graduate.

Pre-employment Test--Any test given to an employee by the prospective employer for the purpose of determining qualifications for a job.

CHAPTER II
PERSONAL INFORMATION AND EMPLOYMENT DATA

The personal information and employment data ascertained through the completed questionnaires are analyzed in this chapter. This part includes questions concerning the marital status, present address, type of employment, salary earned, and pre-employment tests taken by the graduates. It provides general background data on the status of the graduates at the present time.

Marital Status

The marital status of the graduates:

TABLE 1
MARITAL STATUS

	Number of Graduates	Per Cent
Married	9	36
Single	<u>16</u>	<u>64</u>
Total	25	100

As the questionnaires were sent to graduates of 1962-66, it is important to note that eight of the sixteen (33% of the total) single girls were from the most recent graduating class of 1966. Only two of those married were from the 1966 graduating class. (All graduates included in this follow-up study were female.)

Present Location

Where graduates find work and settle down is of great interest to educators. This knowledge in part determines what needs to be taught so that students may be prepared to fit the qualifications of the particular locality. The table below indicates the approximate distances from home of the Clay City graduates who were surveyed.

TABLE 2
PRESENT LOCATION

Mile Radius from Clay City	Number of Graduates	Per Cent
0-25	19	76
26-50	0	0
51-75	2	8
76-100	0	0
101-200	3	12
201-300	0	0
Over 301	<u>1</u>	<u>4</u>
Total	25	100

Nine of the nineteen graduates in the 25-mile radius were single, employed and residing in or near Clay City. Six were married and unemployed, one in a local junior college, and two married and employed in the immediate vicinity.

Those graduates living from 50-75 miles from Clay City consisted mainly of college students. Of the two in this group, one attended Eastern Illinois University, and the other Lockyear's Business College at Evansville, Indiana.

In the 100-200 mile radius, there were three graduates. One girl was working in the state capitol at Springfield, one was working at the telephone office in Bloomington, and the third was working at the Social Security office at Mount Vernon.

Only one person was over 300 miles away and she was unemployed, married and stationed with her husband in Okinawa.

Type of Employment

The kinds of work in which the graduates were engaged is as follows:

TABLE 3
JOB CLASSIFICATION

	Number of Graduates	Per Cent
Housewives	6	24
Secretarial Work	9	36
College	3	12
Cashiers	1	4
Bookkeepers	3	12
Factory Work	2	8
Clerk	<u>1</u>	<u>4</u>
Total	25	100

All but one of the six housewives lived within a 75-mile radius of Clay City. There were not any graduates who were considered unemployed

as all who were unemployed were housewives. Of the six housewives, four previously held the following types of positions:

Factory Work	2
Secretarial Work	1
Telephone Office	<u>1</u>
Total	4

Two of the six housewives had never held a job since graduation.

Secretarial work claimed the largest percentage (36%) of graduates who were employed. Only about 16% of the graduates found work which was not office or secretarial in nature.

Many of the graduates at Clay City are employed at the telephone office in Olney. They do various types of office duties such as sorting, preparing bills, typing statements, and switchboard work. These girls were included under the title of secretarial work in Table 3. Perhaps this accounts for the percentage being higher under secretarial work.

Present Salaries

Of the twenty-five graduates sixteen were employed full time. There was one part-time worker but her salary was so irregular that a weekly average could not be significant.

Ten of the fifteen full time workers held office positions and lived within 200-mile radius of Clay City. The highest salary was earned by a graduate working 100 miles away in Mount Vernon for the Social Security office. The next to the highest salary was earned by a girl 200 miles away in Springfield, and the third highest salary was earned by a girl working 0-65 miles from home. The non-office

workers received nearly the same wages as the office personnel.

TABLE 4
PRESENT SALARIES

Weekly Salary Range	Number of Graduates	Office Personnel	Non-Office Personnel
\$80-100			
75-79	1	1	
70-74			
65-69	3	3	
60-64	2	2	
55-59	4		4
50-54	3	2	1
40-45	<u>2</u>	<u>2</u>	—
Total	15	10	5

Pre-employment Tests

Nine of the fifteen employed graduates in the first year after graduation were required to take pre-employment tests. Most of the tests were aptitude tests including: two typing and shorthand; two timed writings; three adding and subtracting and working with numbers; one coordination tests; and one general aptitude test.

Summary

Thirty-six per cent of the students were married within a year after graduation and 84% of them lived in Southern Illinois within 75 miles of Clay City. Also, a small per cent, 24%, of those graduates were not employed and were housewives.

The type of employment of the 64% employed was varied, with the largest group (36%) employed in secretarial-office positions. The remaining 28% worked as cashiers, bookkeepers, clerks, and telephone operators; 13% of the graduates were full time students.

The average weekly salary of the employed was from \$55-60. There was little difference between the salaries of the office workers and those of the non-office workers.

Sixty per cent of the students employed were required to take pre-employment tests, which consisted largely of timings of shorthand, five-minute timed writings, and working with numbers.

CHAPTER III
FIRST JOB DATA

It is very important that the business teacher learn as much as possible about the graduate's first job after school, as this information may be used to great advantage in course planning. This chapter, therefore, is devoted to learning more about initial jobs after school.

Employment Status

The working status of the graduates the first year after graduation was as follows:

TABLE 5
EMPLOYMENT STATUS

	Number of Graduates	Per Cent
Employed	19	76
Unemployed	3	12
College	<u>3</u>	<u>12</u>
Total	25	100

The fact that 76% of the graduates found work their first year after graduation seems to be more significant information than the fact that approximately 64% were employed at the time of the study.

Location of First Job

Graduates were asked to report the type of beginning job and it's location. This was done for the purpose of determining whether graduates left home to find work, and to estimate the distances from home the Clay City Graduates are likely to go. Below is a table showing the results of the questionnaire as to location of the first job.

TABLE 6
LOCATION OF FIRST JOB

Miles from Clay City	Number of Graduates	Per Cent
0-25	15	79
26-50	0	00
51-75	1	5
76-100	0	00
101-200	<u>3</u>	<u>16</u>
Total	19	100

For their first job, it is apparent that 84% stayed within 75 miles of Clay City while 16% of those employed went 100 miles or more to get their first jobs. In Table 2 (Page 9) it was shown that 84% of the presently employed lived 0-75 miles from home. This is the same information gathered from Table 6.

Types of Jobs

The types of jobs and weekly salaries of these nineteen employed workers are shown on Table 7.

TABLE 7
BEGINNING JOBS

	Number of Graduates	Per Cent	Salary
Secretarial-Office	9	47	\$40-70
Telephone Operator	7	37	40-57
Factory Work	2	11	50-60
Cashier	<u>1</u>	<u>5</u>	
Total	19	100	

Whereas only 36% of the employed hold secretarial positions presently, 47% held secretarial positions the first year after graduation. The other kinds of employment remained fairly constant.

Compared with the salaries earned at their present jobs (Table 4), the salary range did not change considerably. Some of the graduates, however, still hold the same job they took upon graduation.

Means of Securing Job

The means for securing jobs for the nineteen employed the year after graduation are indicated on Table 8. Neither the high school teachers nor the guidance counselor of Clay City High School helped these people find their jobs. Students were generally left on their own to find employment through applications and friends.

TABLE 8
MEANS OF SECURING EMPLOYMENT UPON GRADUATION

	Number of Graduates	Per Cent
Personal Application	13	68
Friends	3	16
Private Emp. Agency	2	11
College Placement	<u>1</u>	<u>5</u>
Total	19	100

Job Duties

The business teacher finds data concerning what is done on the first job particularly interesting. The information can indicate whether the school courses cover adequately what is taught or the teacher can find out if he is teaching the needed subjects. The work of the nine students who were employed in offices was of prime interest to the investigator and was analyzed in the following tables. The graduates were to rate the duties they performed in the office according to six categories which indicated the frequencies of their performance.

The variety of typewriting assignments handled by the nine graduates on their first job is shown on Table 9. The graduates mainly worked with bills and statements, followed closely by fill-in forms. Most of the graduates indicated they used electric typewriters instead of manual typewriters. Reports (statistical and straight copy), stencils and ditto masters were indicated to be never or hardly ever performed.

TABLE 9
TYPEWRITING ASSIGNMENTS

	Most often Performed	Frequently Performed	Very Routine	Occasionally Performed	Used Seldom	Never or Hardly ever
Letters (from all sources)	2	1	3	1		4
Fill-in forms	3	2	1	1		5
Reports-Statistical	1			1	2	7
Stencils or ditto		1	1		3	7
Reports-Straight copy	1	1		1	1	7
Bills or Statements	5	2	1			4

Office Machines Used

The types of office machines used by the graduates on their first job were:

TABLE 10
OFFICE MACHINES USED BY GRADUATES

	Number of Graduates	Per Cent*
Duplicating	3	17
Adding Machine	4	21
Electric Typewriter	6	32
Comptometer	2	11
Bookkeeping Machine	2	11
Xerox	2	11
Dictaphone	1	6
Other Machines	5	32

*Was taken from 19 employed.

Use of Shorthand

Answers to the request that the respondents indicate through the six categories the shorthand used were as follows: five indicated they took dictation, and transcribed from their shorthand notes; five indicated they never or hardly ever took dictation; six indicated they never or hardly ever used their shorthand notes; and eleven indicated they never or hardly ever used any type of voice-writing machine.

Information pertaining to the shorthand usage is found in Table 11 on the following page.

TABLE 11
USE OF SHORTHAND

	Most often Performed	Performed Frequently	Very Routine	Occasionally Performed	Used Seldom	Never or Hardly ever
Taking Dictation in Shorthand	1	1	1	1	1	5
Transcribing Shorthand Notes	1	1	1		2	6
Transcribing from Voice- writing Machine						11

Bookkeeping Operations

Bookkeeping operations were performed by almost all the graduates. However, there were larger numbers in all but two of the classifications who never or hardly ever performed any bookkeeping operations. Two bookkeeping classifications (receiving cash and making change, and making journal entries) were used most often of the operations listed.

Filing

All of the forms of filing appeared to be used by the twelve graduates who held office positions. Therefore, it is quite significant that most of them used filing. Eight of them indicated they used alphabetical filing most and about half of those never used geographic and numeric filing. Table 12 contains information of filing activities carried out by graduates.

General Office Duties

The most common general office duty performed by the twelve office workers involved the use of the telephone and folding, stuffing and preparing mail. Many of the graduates indicated they performed general office duties. None of them operated a switchboard.

Summary

The analysis of the beginning job duties only was made because the students were found in a large measure to retain the same positions they started with if they did not get married and subsequently give up office employment. Therefore, it was considered unnecessary to consider present job duties.

TABLE 12

FILING

	Most often Performed	Frequently Performed	Very Routine	Occasionally Performed	Used Seldom	Never or Hardly ever
Alphabetically	3	2	2	1	1	1
Geographically	2		1	1	1	5
Numerically	2		2	1	1	5
Subject	2	1	1	2	1	4

A very large percentage of the graduates (76%) were employed the first year after graduation, while 64% were employed at the time of this study.

Forty-seven per cent of those employed the first year worked in secretarial office positions, while over 36% of the presently employed worked in secretarial office positions.

Salaries on the first job ranged from \$40-70 with the majority in the \$50-60 weekly salary range.

Most of the students obtained their first jobs by making personal application.

The major duties on the first job were typing bills and statements, filling in forms and letters on electric typewriters, operating adding machines, filing alphabetically, using the telephone, and folding, stuffing and preparing material for mailing.

CHAPTER IV
EVALUATION DATA

The twenty-five graduates were asked to rate the business courses taken in high school in order to get their opinions about how these courses helped them and if the courses were taught adequately.

TABLE 13
COURSES EVALUATED BY ALL GRADUATES

	Essential	Very Helpful	Helpful	Little or No Value	Did not Take
General Business	2	8	5	2	3
Typing I	13	2	3	1	
Shorthand I	4		5	8	
Stenography	3	3	6	4	
Bookkeeping	7	2	6	3	1

Typing I was considered by the majority to be "essential". Bookkeeping was considered to be "essential" by seven of the eighteen who took the course. General Business was rated by eight of the seventeen who took it as being "helpful". However, shorthand was considered to be of little or no value by eight of the seventeen who took the course.

Two of the students had never been employed and three were attending college and had not worked in an office. Therefore, they could not validly judge the courses as to how well they had helped them perform

their work. The three college students did not fill out all of the questionnaire.

A second table showing how business courses in high school were judged by only those who are now employed or have at one time been employed in an office follows. Fifteen of the graduates who had at one time worked in an office since graduation responded to this question.

TABLE 14
COURSES EVALUATED BY OFFICE-EMPLOYED GRADUATES

	Essential	Very Helpful	Helpful	Little or No Value	Did Not Take
General Business	1	6	2	2	3
Typing I	11	1	1	1	
Stenography	3	2	4	3	
Shorthand I	4		4	5	
Bookkeeping	6	1	4	2	1

Typing I was considered by eleven of the fourteen who took the course as being "essential". General Business was considered "very helpful" by six of the fifteen, but it was considered "essential or helpful" by three. Shorthand was considered "essential" by four of the thirteen and "helpful" by four. However, it was considered of "little or no value" by five. Bookkeeping was found to be "essential" to more graduates than shorthand in that eleven of the fourteen (79%) found it to be "essential" and "helpful".

The fifteen graduates who worked in business offices also judged the areas taught in the stenography, and the results are shown on Table 15.

TABLE 15
EVALUATION OF STENOGRAPHY

	Adequate	Inadequate	Too much Emphasis
Speed and Accuracy	12	1	1
Production Work	10	3	
Carbon Copies	9	4	
Mimeograph	5	8	
Spirit Ditto	4	9	
Alphabetic Filing	11	3	
Numeric Filing	10	3	
Subject Filing	10	3	
Geographic Filing	10	3	
Adding Machines	9	5	
Dictaphone	4	7	
Electric Typewriter	5	8	
Calculator	5	7	1
Copying Machine	3	10	

The areas which were judged to have been taught adequately were speed and accuracy, production work, carbon copies, adding machine, and filing. Training on machines such as mimeograph, dictaphone, electric typewriters, copying machine, and calculator were judged inadequate.

Thirty-three per cent of the graduates indicated they had enrolled in a university or business school after high school graduation. Thirteen per cent had attended a university for periods ranging from one to two and one half years. Twenty per cent had attended business schools an average of nine months.

Those graduates working or having worked in offices were asked to check courses they wished they had taken while in high school. Some of these courses were already in the curriculum and some were not. These courses desired by the graduates are shown on Table 16.

TABLE 16
COURSES DESIRED BY GRADUATES WHO WORKED IN OFFICES

	Number of Graduates	Per Cent of Graduates in Offices
Social Problems	1	7
Foreign Language	1	7
Office Machines	3	20
Chemistry	1	7
Shorthand II	2	13
Typing II	2	13
Math	2	13

Three of these courses listed in Table 16 are offered at the present in the school curriculum--mathematics, social problems, and foreign language. Instruction in typing II, shorthand, and more office machines was desired by the graduates. These numbers were large enough to warrant consideration when the curriculum is revised.

Summary

The graduates as a whole who took general business, bookkeeping, and typing I felt they were essential courses for their work. Stenography was considered to be essential and very helpful by 38%, and of little or no value by 25%. Shorthand was considered to be essential and helpful to about 53% and of little or no value to 47%.

In judging the areas taught in stenography, the typing content was thought adequate. This was also true for the filing units. However,

training in machines and duplicating was inadequate. Most of the students indicated a need for more training on electric typewriters, mimeographing, dictaphones, and other machines.

Former students employed in offices expressed a need for additional training in shorthand II, office machines, and typing II. Additional study of mathematics, foreign language, chemistry, and social problems were listed courses that 33% wished they had taken in high school. The subject heading the list was office machines.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The stenography graduates of the Clay City High School from 1962-66, all female, were predominantly employed--63% employed and 25% housewives. The majority of the girls found work around Clay City after graduation. Four of the six housewives held positions before marriage. Almost all of the employed lived within twenty-five miles from Clay City.

Clay City is a small town, population of 1100, where there is very little industry. Therefore, office positions are available only for a few people. Most of the graduates worked in Olney, which is fifteen miles away, and Flora, which is seven miles away.

The graduates engaged themselves in office work more than in other types of employment after graduation. About 36% were employed in office work, 28% were employed as cashiers, bookkeepers, clerks, and telephone operators, and 13% were enrolled in college.

Upon analyzing the questionnaires received and discovering the large number employed at present, information on their first job seemed as relevant as the present data. It was found that 79% found work their first year, and 47% of them held secretarial positions. The major duties of these office employees were typing bills and statements, and fill-in forms on electric typewriters, duplicating, filing, using the telephone, and folding, stuffing and preparing mail. The average weekly salary was

between \$50-60.

Those graduates who worked in offices rated typing I and bookkeeping to be the most valuable classes to them. This would seem probable because typing is a common office task. General business was rated third as the most helpful course. Stenography was considered to be of some value to the graduates. However, it was found that a very small percentage used shorthand on the job.

Office machines was one of the courses listed by the former graduates as a desired course to have had in high school. Many of the graduates used machines with which they were unfamiliar. Some of these machines were xerox, dictaphone, bookkeeping machine, comptometer, and mimeograph. Data processing was also involved in some of these operations. The graduates of Clay City High School had not had opportunity for familiarity with these machines.

When asked to rate the areas taught in stenography as "adequate", "inadequate", or "too much emphasis", graduates were much in agreement. They considered the teaching of speed and accuracy, production work, carbon copies, and filing to be adequate. Skills of spirit duplicating and mimeographing were judged by the graduates as inadequate. They agreed as a group that office machines (adding machines, dictaphone, electric typewriter, calculator, copying machine) and other such machines were inadequate. However, this was because the school had very few machines for most of the year these graduates were in school. During the 1965-66 school year several new machines were purchased. The graduates felt the high school should have prepared them to know these machines before having started work.

Based on the foregoing summary and conclusions the following recommendations are:

1. To add ~~either~~ clerical office practice, or secretarial office practice (two hours daily) to the curriculum, so more time may be spent on machines, filing, and general office duties.
2. To add a second year of shorthand to the curriculum for those students who plan to attend business school, or enter the business world.
3. To acquaint the students with data processing through supplementary units in books, films, and magazines.
4. To take field trips often to businesses to show the students machines which are impossible for the school to have.
5. To buy more electric typewriters for advanced students to use in class.
6. To trade in old machines for newer, up-to-date machines (adding machines, duplicators, dictaphones, comptometers).
7. To talk to employers in and around Clay City, to find available jobs, and to help Clay City graduates get jobs.
8. To add typing II for those business students who are planning to attend business school or do office work.

APPENDIX A

Letter to Accompany Graduate Questionnaire

Date

Name
Street
City and State

Dear

I am making a follow-up study of students who were in stenography class the last five years in an effort to find out what they are doing and how well the business subjects they took at Clay City High School prepared them for the job or jobs they have held since graduation.

Your filling in the enclosed questionnaire and returning it to me will help me a great deal in making this study and will be very much appreciated. I sincerely hope you will take a few minutes of your time as soon as possible to answer this questionnaire as completely and as accurately as you can.

Everything you tell me will be held in strict confidence. No one but me will see the questionnaire you send me. Therefore, I hope you will feel absolutely free in answering the questions and giving me your evaluation of the stenography class you took.

If you would like to have a summary of the findings of this study, please indicate that fact at the end of the questionnaire.

The enclosed, stamped envelope is for your convenience in returning the filled-in questionnaire to me. Thank you very much.

Sincerely yours,

Sharon McDaniel
Business Teacher

Enclosure

APPENDIX B

Graduate Questionnaire

A FOLLOW-UP STUDY OF THE GRADUATES OF THE BUSINESS DEPARTMENT OF THE CLAY CITY HIGH SCHOOL

1962 - 1966

Name _____
 (Last) (First) (Middle) (Maiden Name)

Present Address (Street, City, State) _____

Telephone Number _____ Marital Status S N D W Date Graduated _____

List your employment (full and part-time) since graduation, beginning with the first job and ending with your present position. Use the other side of this sheet if more space is needed.

	<u>Employer's Name</u>	<u>Address</u>	<u>Nature of Your Work</u>	<u>Weekly Salary</u>	<u>Date Began--Ended</u>	<u>Were Pre-employment Test Given?</u>
1st Job						*
2nd Job						*
3rd Job						*
4th Job						*

*If Yes, please describe the test briefly.

Check one or more of the following methods used in securing each position.

	<u>1st Job</u>	<u>2nd Job</u>	<u>3rd Job</u>	<u>4th Job</u>
Through friends				
Personal application . . .				
Newspaper advertisement .				
Through high school . . .				
Through college				
Private employment agency.				
Assistance of parents . .				
Started own business . .				
Other .				

1. Most often performed
2. Frequently performed
3. Very routine
4. Occasionally performed
5. Seldom used
6. Never or hardly ever performed

Check the category for each job which best applies to your work.

	1st	2nd	3rd	4th	5th	6th	Job
Typing letters (from all sources)							
Typing fill-ins on blank forms							
Typing reports (largely statistical)							
Typing reports (mainly straight copy)							
Typing stencils or masters							
Typing bills or statements							
Taking dictation in shorthand							
Transcribing shorthand notes							
Transcribing from Stenorette or other such machines							
Filing alphabetically							
Filing geographically							
Filing numerically							
Filing by subject							
Other filing:							
Receiving cash, making change, etc.							
Figuring payroll, including deductions							
Making journal entries							
Posting journal entries							
Preparing balance sheets							
Preparing profit and loss statements							
Using the telephone in general							
Placing long-distance telephone calls							
Operating a switchboard							
Routing calls to various people in the office							
Other telephone activities							
Greeting and handling callers							
Opening mail							
Sorting mail							
Folding, stuffing envelopes, preparing mail							
Please list below the office machines used and fill in the time usage to the right as in the above items.							

[illegible]

Of what value to you in the jobs you have held since graduation are the business courses you took at Clay City High School? Please check the appropriate blanks below.

<u>Courses Taken</u>	<u>Essential</u>	<u>Very Helpful</u>	<u>Helpful</u>	<u>Little or No Value</u>	<u>Did Not Take</u>
General Business					
Typing I					
Stenography					
Shorthand I					
Bookkeeping					

In addition to the business subjects you took in high school, what other subjects do you wish you had taken? Include those presently offered and any others.

Have you enrolled in any academic or business courses since graduation? Yes No
If yes, fill out the following blanks.

<u>Name of Institution</u>	<u>Address</u>	<u>Months in Attendance</u>	<u>Date of Graduation</u>	<u>Courses Taken</u>

Did you work while in college to help pay your expenses? Yes No If yes, what did you do?

Please check the appropriate column below to indicate how you feel about the areas of study in the Stenography Class at the Clay City High School.

	<u>Adequate</u>	<u>Inadequate</u>	<u>- Too Much Emphasis</u>
<u>Typing</u>			
Speed and Accuracy			
Production Work			
<u>Duplication</u>			
Carbon Copies			
Mimsograph			
Spirit (ditto)			
<u>Filing</u>			
Alphabetic			
Numeric			
Geographic			
Subject			
<u>Machines</u>			
Adding Machines			
Ditaphones (Stenorette)			
Electric Typewriter			
Calculator			
Coping Machine			

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